

RIVERSIDE MIDDLE

615 Hammett Bridge Road
Greer, SC 29650

GRADES 6-8 Middle School

ENROLLMENT 898 Students

PRINCIPAL Ron Harrison 864-848-2465

SUPERINTENDENT Dr. Phinnize J. Fisher 864-241-3456

BOARD CHAIR Tommie Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
5	2	0	0	0

IMPROVEMENT RATING:

EXCELLENT

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Below Average	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	No
2004	Excellent	Excellent	No

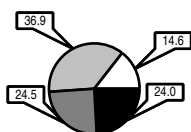
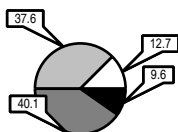
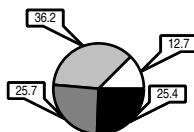
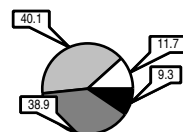
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

89.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****Middle Schools with Students like Ours****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms****Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Below Basic

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	889	99.6	12.9	37.5	40.0	9.6	61.3	Yes	Yes
Gender									
Male	417	99.3	15.5	43.3	35.1	6.1	54.7		
Female	472	99.8	10.6	32.6	44.3	12.6	67.0		
Racial/Ethnic Group									
White	689	99.9	8.3	36.4	44.6	10.7	66.7	Yes	Yes
African-American	126	98.4	37.9	45.7	16.4	0.0	29.3	Yes	Yes
Asian/Pacific Islander	36	97.2	3.0	21.2	48.5	27.3	81.8	I/S	I/S
Hispanic	30	100.0	32.1	42.9	25.0	0.0	39.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	781	100.0	8.4	36.5	44.3	10.8	67.9		
Disabled	108	96.3	47.4	45.4	7.2	0.0	10.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	889	99.6	12.9	37.5	40.0	9.6	61.3		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	885	99.6	12.7	37.7	40.0	9.6	61.4		
Socio-Economic Status									
Subsidized meals	151	98.7	38.2	45.8	13.0	3.1	26.7	Yes	Yes
Full-pay meals	738	99.7	8.2	36.0	45.0	10.8	67.6		

Mathematics - State Performance Objective = 15.5%									
All Students	889	99.6	14.8	36.8	24.4	24.0	60.8	Yes	Yes
Gender									
Male	417	99.5	15.5	34.8	26.1	23.6	63.2		
Female	472	99.6	14.1	38.6	23.0	24.3	58.7		
Racial/Ethnic Group									
White	689	99.9	11.4	34.6	27.1	26.8	66.9	Yes	Yes
African American	126	98.4	36.2	52.6	9.5	1.7	19.8	Yes	Yes
Asian/Pacific Islander	36	97.2	6.1	12.1	21.2	60.6	84.8	I/S	I/S
Hispanic	30	100.0	14.3	53.6	25.0	7.1	57.1	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	781	99.9	8.9	37.7	26.7	26.7	66.6		
Disabled	108	97.2	59.2	30.6	7.1	3.1	16.3	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	889	99.6	14.8	36.8	24.4	24.0	60.8		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	885	99.6	14.8	36.7	24.5	23.9	60.7		
Socio-Economic Status									
Subsidized meals	151	99.3	34.8	47.7	12.1	5.3	30.3	Yes	Yes
Full-pay meals	738	99.6	11.0	34.8	26.7	27.4	66.4		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	276	98.9	14.1	32.8	41.6	11.5	53.1
	Grade 7	231	100.0	11.4	35.6	44.3	8.7	53.0
	Grade 8	274	100.0	12.7	40.5	40.2	6.6	46.7
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	315	99.7	16.1	36.2	39.1	8.6	47.7
	Grade 7	305	99.7	12.3	38.3	39.7	9.7	49.3
	Grade 8	269	99.6	9.6	39.2	40.4	10.8	51.2

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	276	100.0	15.0	24.1	28.6	32.3	60.9
	Grade 7	231	100.0	19.6	32.9	26.0	21.5	47.5
	Grade 8	274	100.0	18.1	49.4	20.5	12.0	32.4
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	315	99.4	11.9	28.7	28.7	30.7	59.4
	Grade 7	305	99.7	13.3	37.3	25.7	23.7	49.3
	Grade 8	269	100.0	19.9	45.6	18.4	16.1	34.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 898)				
Students enrolled in high school credit courses (grades 7 & 8)	28.3%	Down from 31.8%	29.3%	14.6%
Retention rate	1.6%	No change	1.3%	3.0%
Attendance rate	97.2%	Down from 97.3%	97.0%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.8%		1.6%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.6%		1.5%	5.3%
Eligible for gifted and talented	37.9%	Down from 39.7%	37.9%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.4%	Up from 10.6%	9.2%	13.9%
Older than usual for grade	1.4%	Up from 1.1%	1.4%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Down from 1.0%	0.4%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 45)				
Teachers with advanced degrees	53.3%	Down from 61.4%	53.3%	48.7%
Continuing contract teachers	91.1%	Up from 88.6%	88.3%	81.7%
Highly qualified teachers**	90.2%	N/A	90.7%	90.4%
Teachers with emergency or provisional certificates	0.0%		3.1%	5.3%
Teachers returning from previous year	87.9%	Up from 86.6%	88.5%	85.1%
Teacher attendance rate	95.7%	Down from 98.8%	95.7%	94.8%
Average teacher salary	\$42,397	Up 4.8%	\$42,248	\$40,566
Prof. development days/teacher	12.3 days	Down from 15.6 days	11.4 days	11.0 days

School				
Principal's years at school	5.0	Up from 4.0	5.0	3.3
Student-teacher ratio in core subjects	27.4 to 1	Up from 21.3 to 1	24.6 to 1	21.3 to 1
Prime instructional time	91.9%	Down from 95.6%	90.9%	89.3%
Dollars spent per pupil*	\$4,828	Up 5.0%	\$5,205	\$5,821
Percent of expenditures for teacher salaries*	57.6%	Down from 59.0%	62.8%	61.8%
Opportunities in the arts	Good	Down from Excellent	Excellent	Good
Parents attending conferences	99.0%	Down from 99.8%	97.2%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Excellent	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Since its establishment in 1999, Riverside Middle School has accomplished many of the goals set by its newly formed school community. The school community was faced with the challenges of building a unified school climate, working with a critically under-funded budget, and developing a school vision and philosophy. The shareholders - parents, students, staff and community - set about the task of making the vision become a reality. Our accomplishments are many. We have been named a Palmetto's Finest finalist in 2003 and 2004, a SC Exemplary Writing School in 2000 and 2003, and a PTA Parent Involvement School of Excellence. Our students' academic achievement has been well-documented by an excellent rating all four years on the state report card. Students participate and excel in local, state and national competitions that represent all aspects of school life including academics, the arts and athletics.

Though always proud to discuss our successes, our faculty, staff, parents and students realize that excellence is a vision and not a destination. Through the development of our school portfolio, we have identified goals that we must attain in order to continue to be the best. Funding for the replacement of outdated technology continues to be a problem. Intense professional development to achieve highly qualified status for all teachers, while funded by the school district, is time consuming and takes away from instructional planning time. Lastly and most importantly, ensuring academic achievement for ALL students is our highest, yet most challenging, priority. As a community, we will continue to assess our progress, adjust goals as necessary, and hold ourselves accountable to meet these goals through rigorous and intense yearly review.

Mary Higgins, SIC Chairman
Ann C. Miller, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	49	251	103
Percent satisfied with learning environment	98.0%	72.4%	88.2%
Percent satisfied with social and physical environment	100.0%	81.8%	87.1%
Percent satisfied with home-school relations	97.9%	83.3%	65.3%

*Only students at the highest middle school grade level at this school and their parents were included.